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ABSTRACT

This bilingual program quality review instrument is intended as a guide for school district personnel to design and improve bilingual eduation programs. It can be used for the following purposes: as an on-site review instrument to provide formative evaluation input about language-minority group programs; as a device for collecting information at the project, school, and classroom levels to identify current practices and promising developments in bilingual education; and as a vehicle for promoting research-based standards for the operation of bilingual education programs. The instrument consists of a bilingual program profile form for recording program enrollment information, funding sources, teacher credential status, and teaching aide usage information; operational definitions of terminology used in the instrument and its documentation; and a form for recording information about features related to program quality, including primary language development, second-langauge acquisition, classroom management, staffing and staff development, and family services. Background information about the instrument, its development, and its application, and a six-page bibliography are included. (MSE)

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Bilingual Education Program Quality Review Instrument, Kindergarten Through Grade Six

Prepared by the
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Office of Bilingual Bicultural Education
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PART I

INTRODUCTION

Background

For the past several years, the Office of Bilingual Bicultural Education has undertaken a major project to assist school districts in planning, implementing, and evaluating programs for language minority students at the elementary school level, kindergarten through grade six. This effort has focused on bridging the gap between current research and theory and promising program practices. The Bilingual Education Program Quality Review Instrument, Grades K-6 (Bilingual PQRI/K-6) and other publications represent the Office of Bilingual Bicultural Education's best efforts to provide timely technical assistance based on the most recent research studies in the field of bilingual education.

The Bilingual PQRI/K-6 serves four major purposes. First, it is a guide to be used by school district personnel in designing and improving bilingual education programs. Second, when used as an on-site review instrument, the Bilingual PQRI/K-6 furnishes schools with important formative evaluation input regarding their programs for language minority students. Third, the instrument is a data collection device that assists the Office of Bilingual Bicultural Education in identifying current practices and promising developments in bilingual education programs at the project, school, and classroom levels. Finally, the Bilingual PQRI/K-6 is a vehicle by which the Office of Bilingual Bicultural Education can promote research-based standards for the operation of bilingual education programs.

The items of quality contained in the Bilingual PQRI/K-6 are based on major principles concerning educational programs for limited- and non-English-speaking students. The principles were developed by Office of Bilingual Bicultural Education personnel after a careful and thorough review of the literature on educational practices for language minority students, and they represent a synthesis of the most recent, well-controlled research and evaluation studies. The items of quality included in the Bilingual PQRI/K-6 correspond to a set of state standards for bilingual education programs.

Development of the Bilingual PQRI/K-6

In 1977, staff members in the Office of Bilingual Bicultural Education developed the original version of the Bilingual PQRI/K-6. Assisted by two private evaluation firms, the staff field-tested the instrument in more than 40 schools operating state and federally funded programs. Additionally, the instrument was critiqued at a field input session attended by more than 30 classroom teachers, resource specialists, and program directors.

In 1978, only minor revisions were made in the instrument. Nevertheless, initial steps were taken to ensure that the items of quality included in the Bilingual PQRI/K-6 were based on research studies and program evaluations.

Earlier, many of the items in the instrument were based solely on legal requirements or the suggestions of bilingual educators and other program specialists. In June 1978, a special symposium on the Bilingual PQRI/K-6 was held in Asilomar, California. The purpose of the symposium was to discuss current research and evaluation findings regarding primary language development in bilingual cross-cultural programs. The results of the symposium provided the stimulus for future revisions of the Bilingual PQRI/K-6. The following specialists participated in the Asilomar Symposium:

Rosa Kestelman
East Los Angeles City College

Susana Maiztegui
Stockton City Unified School District

M. Pilar de Olave
University of San Francisco

Rosaura Sanchez
California State University, San Diego

In 1979, the Bilingual PQRI/K-6 underwent a major review. The Office of Bilingual Bicultural Education contracted a group of technical experts to assist in making modifications and expanding the scope of the instrument. The following researchers and specialists participated in intensive work sessions:

Alma Flor Ada
University of San Francisco

Eduardo Hernandez-Chavez
Instituto de Lengua y Cultura
Concord

Dennis Parker
Corona-Norco Unified School District
Corona

Jacquelyn Schachter
University of Southern California
Los Angeles

Eleanor Thonis
Wheatland Elementary School District

Additionally, a draft of the instrument was sent to recognized researchers in bilingual education and linguistics. Written critiques were received from the following:

Theodore Andersson
University of Texas, Austin

Alfredo Castaneda
Stanford University

James Cummins
Ontario Institute for Studies in Education

Tracy C. Gray
Center for Applied Linguistics

John J. Gumperz
University of California, Berkeley

Christina Bratt Paulston
University of Pittsburgh

Since 1980, relatively few revisions have been made to the Bilingual PQRI/ K-6. However, the instrument is now supported by a series of articles focusing on language development and language acquisition in bilingual settings. A publication entitled Schooling and Language Minority Students: A Theoretical Framework has been developed by the Office of Bilingual Bicultural Education as a means of providing to school districts a theoretical rationale for the design and implementation of instructional programs for language minority children. The standards of implementation promoted by the Bilingual PQRI/K-6 are, as accurately as possible, based on the empirical evidence presented in the above-mentioned collection of papers.

Each year, teachers, resource specialists, and school administrators are given an opportunity to provide input regarding the Bilingual PQRI/K-6 and the review process. Field input meetings have been held in northern and southern California in addition to special feedback sessions with reviewers. Also, staff members, parents, and community members associated with the schools reviewed are given opportunities to react to the instrument and the review process. In 1980, approximately 200 evaluation forms were received from 24 schools. Reports were received from classroom teachers (87), administrators (28), instructional aides (53), resource teachers (19), parents/community members (3), and others (7). Some of the results from this survey are displayed below:

Question	Response		
	Yes	No	Don't Know
Has your program used the Bilingual PQRI/K-6 as a resource document?	149	27	21
Have you personally used the Bilingual PQRI/K-6 in planning for program improvement?	139	46	12

Question	Response		
	Yes	No	Don't Know
Will you include the findings from the Bilingual PQRI/K-6 in planning for program improvement?	174	5	18
From a technical point of view, was the review conducted properly?	158	11	24
From a human relations point of view, was the review conducted properly?	154	28	11
Did the reviewers communicate well both in English and the primary language of the limited-English-speaking students?	150	11	32
Were both the purpose and process of the review visit completely and clearly explained by the reviewers?	168	21	4
Can you suggest any ways in which the review process could be improved?	100	76	17

In summary, it is clear that the Bilingual PQRI/K-6 has made an important contribution in assisting bilingual program teachers, aides, and administrators in designing, implementing, and modifying programs for language minority students.

Current Utilization of the Bilingual PQRI/K-6

The use of the Bilingual PQRI/K-6 allows for consistent and objective reviews of elementary school bilingual education programs. The instrument matches school level services with the California standards for bilingual education. The instrument is intended to be used by reviewers who are experienced bilingual educators and who are bilingual and biliterate in the minority language of the program being reviewed.

The Bilingual PQRI/K-6 is used by the Office of Bilingual Bicultural Education to conduct reviews of bilingual programs funded under the provisions of ESEA, Title VII. For this purpose the instrument has been recognized by the Office of Bilingual Education and Minority Language Affairs of the U.S.

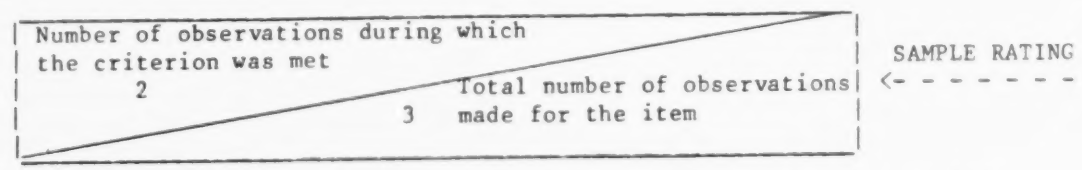
Department of Education. In addition, the California State Department of Education promotes the standards in the Bilingual PQRI/K-6 as sound educational practices to be used with language minority students in bilingual programs required by state law.

Administration

Typically, the Bilingual PQRI/K-6 is used by a team of trained reviewers at a single school site. During a two- to three-day visit, the reviewers evaluate bilingual program services for students from one specific minority language group. Not more than seven classrooms are reviewed during any one visit. Reviewers are trained by personnel in the Office of Bilingual Bicultural Education and conduct reviews in accordance with the directions found in the current edition of the Reviewers Manual--Bilingual PQRI/K-6.

Presently, the "basic form" of the Bilingual PQRI/K-6 contains 19 items of program quality. Each item includes one or more criterion statements. A rating is given for each criterion statement. The ratings are based on information collected by (1) interviewing school site staff; (2) observing classroom activities; and (3) examining student records. A rating reflects the number of observations in which the reviewers determine that the criterion is met as compared to the total number of observations made by the reviewers.

The following is a sample rating:



For instance, if a reviewer rated a particular criterion statement 2/3, this would mean that out of three total observations made, the criterion was met in two of the observations.

A set of operational definitions is included in Part III of this document. The definitions are intended to provide readers with a greater common understanding of the bilingual education terminology used in the Bilingual PQRI/K-6. The operational definitions also assist reviewers in making more accurate determinations when rating individual criterion statements.

If a bilingual program selects an approach or methodology that is different from that stated in an item or corresponding criterion statement, the program may still receive credit for meeting the criterion provided that a level of equal effectiveness can be demonstrated. To demonstrate such effectiveness, the program must furnish the following evidence: (1) a written description of the approach or methodology selected; and (2) findings of a research or evaluation report which supports the use of the alternative.

Design

The Bilingual PQRI/K-6 consists of four parts:

Part I: Introduction
Part II: Bilingual Program Profile
Part III: Operational Definitions
Part IV: Items of Program Quality

Part IV is further divided into five components:

Component 1: Primary Language Development
Component 2: Second-Language Acquisition
Component 3: Classroom Management
Component 4: Staffing and Staff Development
Component 5: Family Services

Each component consists of a series of items and corresponding criterion statements.

In some instances, school officials request review of an instructional or support component not included above. The Office of Bilingual Bicultural Education is in the process of developing additional components on topics such as (1) parent and community involvement, (2) second language instruction for native speakers of English and other students of fluent English proficiency, and (3) multicultural education. Upon request, one or more of these supplementary components will be used in addition to the "basic form" of the Bilingual PQRI/K-6.

Theoretical Framework

The following major principles, related principles, and standards of implementation constitute a theoretical framework for the design and implementation of bilingual education programs.

The Goal of Bilingual Education Programs

The goal of bilingual education programs is to allow all participating students to develop the highest degree possible of language, academic, and social skills necessary to participate fully in all aspects of life.

Major Principles of Bilingual Education Programs

Supported by a substantial amount of empirical evidence, the four major principles upon which bilingual education programs should be based are as follows:

1. In order to gain the maximum academic benefits from schooling, language minority students must develop high levels of language proficiency in both English and the primary language. (Cummins, 1979a; 1981; Development Associates, 1980; Duncan and DeAvila, 1979; Kessler and Quinn, 1980; Lambert, 1978; Lapkin, 1979; Legarreta, 1981; Okoh, 1979; Rosier and Holm, 1980; Swain, 1979; Toukomaa and Skutnabb-Kangas, 1976)

2. Language proficiency consists of at least two dimensions: (1) Basic Interpersonal Communicative Skills; and (2) Cognitive/Academic Language Proficiency. Basic Interpersonal Communicative Skills refer to the universal aspects of language proficiency that are normally acquired by all native speakers of a language. Cognitive/Academic Language Proficiency refers to language skills that are associated with literacy and cognitive development and that are learned, usually through formal instruction. (Caramazza and Brones, 1980; Cummins, 1980; 1981; Dulay and Burt, 1978; Genesee, 1979; Hammill and McNutt, 1980)

3. For language minority students the development of high levels of Cognitive/Academic Language Proficiency in the primary language (1) forms the basis for similar proficiency in the second language; (2) allows normal academic progress; (3) assists in the acquisition of the second language by increasing the range of "comprehensible input"; and (4) promotes positive adjustment to both minority and majority cultures. (Cummins, 1979a; 1979b; 1980; 1981; Cziko, 1978; Development Associates, 1980; Downing, 1978; Hanson, 1979; Kaminsky, 1977; Lasonen, 1980; Skutnabb-Kangas, 1979; Taft and Bodi, 1980; Tucker, 1975)

4. When given sufficient access to "comprehensible second-language input" and positive motivation to learn English, language minority students acquire Basic Interpersonal Communicative Skills in English. (Dulay and Burt, 1973; 1976; Krashen, 1976; 1978; 1981; Legarreta, 1979; Saville-Troike, 1978; Terrell, 1977; Wagner-Gough and Hatch, 1975)

Related Principles of Bilingual Education Programs

The following are related principles concerning bilingual education programs:

1. By the age of five or six, all children except those with special learning disabilities have acquired Basic Interpersonal Communicative Skills in a variety of the home language. (Cazden, 1972; Cummins, 1980; Gaarder, 1979)

2. Sociolinguistic factors inside and outside the school influence the language attitudes of both students and teachers. Even though factors exist outside the school, they may be influenced by the school. (Garcia, 1979; Laosa, 1975; Lapkin, 1979; Schumann, 1976; 1978)

3. The amount and quality of primary language use in the home is positively associated with student readiness for the academic demands of schooling and continued primary language development in the school. (Cholewinski and Holliday, 1979; Cooley, 1979; Cummins, 1979b; 1981; Laosa, 1975; Ramirez and Politzer, 1975; Shafer, 1978; Wells, 1979)

4. The ability of teachers to speak the primary language of minority language students is positively related to both primary language development and second-language acquisition. (Merino, Politzer, and Ramirez, 1979; Penaloza-Stromquist, 1980; Ramirez, 1978)

5. The language proficiencies of language minority students in English and the primary language vary in accordance with a number of factors, such as societal domain, language variety, speech situation, relationship between speakers, and cognitive demands of the task. (Edleman, 1969; Fishman, 1972; Hernandez-Chavez, Burt, and Dulay, 1978; Labov, 1970)

6. In the acquisition of second-language, Basic Interpersonal Communicative Skills, affective factors are more important than biological maturity, age, or language aptitude. (Chastain, 1975; Krashen, 1973; Schumann, 1975; 1978; Seliger, 1977; Terrell, 1977)

7. Teachers' knowledge of second-language acquisition and first-language development processes is positively related to English language acquisition and first-language development by language minority students. (Penaloza-Stromquist, 1980; Ramirez, 1978; Ramirez and Stromquist, 1979; Rodriguez, 1980)

8. Second-language acquirers have an innate ability to process "comprehensible language input," to internalize language rules, and to apply those rules to produce an infinite number of appropriate and acceptable utterances. (Diller, 1978; Dulay and Burt, 1973; Krashen, 1978; 1981)

9. In a natural communication situation, language minority students will acquire English grammatical structures in a predictable order. However, complete mastery of a specific structure is not a prerequisite for the acquisition of later-learned structures, since speech errors are developmental and a natural part of second-language acquisition. (Bailey, Madden, and Krashen, 1974; Dulay and Burt, 1974; Krashen, 1981; Selinker, 1972; Selinker, Swain, and Dumas, 1975)

10. Programs with informed and involved parents and community members are more likely to reflect community desires and are therefore more likely to achieve programmatic goals. (Fantini, 1970; Gordon, 1978; Levin, 1970; Schimmel and Fischer, 1977; Stearns, and others, 1973)

Standards of Implementation for Bilingual Education Programs

The following standards of implementation pertain to bilingual education programs. These standards form the basis for the items included in the Bilingual PQRI/K-6:

1. Language minority students receive instruction in and through the primary language on a consistent basis throughout kindergarten through grade six. (Cummins, 1980; 1981; Evaluation Associates, 1979; Legarreta, 1979; Rosier and Farella, 1976; Rosier and Holm, 1980; Skutnabb-Kangas, 1979)

2. On an average, the primary language is used approximately 50 percent of the time. (Cummins, 1980; 1981; Evaluation Associates, 1979; Krashen, 1981; Legarreta, 1979; 1981; Rosier and Farella, 1976; Rosier and Holm, 1980; Skutnabb-Kangas, 1979)

3. Language minority students receive formal reading instruction in the primary language. Criteria are established and followed for the introduction of formal English language reading instruction. (Cholewinski and Holliday, 1979; Chu-Chang, 1979; Cooley, 1979; Cummins, 1980; Cziko, 1978; Dank and McEachern, 1979; Downing, 1978; Fischer and Cabello, 1978; Genesee, 1979; Legarreta, 1979; Magiste, 1979; Modiano, 1974; Rosier, 1977; Thonis, 1976; 1980; 1981; Tucker, 1975)

4. Sufficient primary language reading materials are available for language minority students at all grade levels to (1) conduct subject-matter classes; and (2) promote reading for both function and pleasure. (Rosier and Holm, 1980; Santiago and de Guzman, 1977; Thonis, 1976; 1980; 1981)

5. Sufficient bilingual teachers are available to instruct language minority students. Such teachers have native or near native proficiency in the primary language, possess the appropriate adult-to-child and adult-to-adult registers, and are sensitive to and accepting of varieties of the minority language. (Testing Kit, Foreign Service Institute, 1979; Legarreta, 1981; Merino, Politzer, and Ramirez, 1979; Penaloza-Stromquist, 1980; Rosier and Holm, 1980)

6. Teachers are knowledgeable of the primary language development process. (Penaloza-Stromquist, 1980; Ramirez, 1978; Ramirez and Stromquist, 1979; Thonis, 1976; 1981)

7. In instructional settings, the teaching staff avoids creating situations which promote language mixing. (Dulay and Burt, 1978; Legarreta, 1979; 1981)

8. Second-language acquirers are provided with sufficient exposure to "comprehensible second-language input." (Krashen, 1976; 1978; 1981; Terrell, 1977; 1981)

9. "Comprehensible second-language input" opportunities focus on communicative content rather than on language forms. (Dulay and Burt, 1976; Krashen, 1976; 1978; 1981; Terrell, 1977; 1981)

10. "Comprehensible second-language input" opportunities are created, in part, by the use of concrete contextual referents. (Asher, 1977; Dulay and Burt, 1973; 1976; Krashen, 1978; 1981)

11. During "comprehensible second-language input" opportunities, students are grouped in a manner that ensures that the input is comprehensible to all participants. (Dulay and Burt, 1973; 1976; Krashen, 1978; 1981; Terrell, 1977; 1981)

12. Especially in the initial stages of second-language acquisition, the teaching staff allows students to respond in L_1, L_2, or a combination of both. (Cohen and Swain, 1976; Schumann, 1975; 1978; Terrell, 1977; 1981)

13. During "comprehensible second-language input" opportunities, the teaching staff seldom corrects the language form errors of L_2 acquirers. (Dulay and Burt, 1976; Krashen, 1981; Terrell, 1977; 1981)

14. Teachers are knowledgeable of the second-language acquisition process. (Ramirez and Stromquist, 1979; Rodriguez, 1980)

15. School personnel use a variety of information sources relating to student language proficiency, use, and attitude when diagnosing students' needs and determining their placement. (Cummins, 1980; 1981; Rosansky, 1979)

16. Staff members are given language, methodology, and cultural training to develop the skills necessary to implement instructional programs for language minority students. (Ramirez and Stromquist, 1979; Rodriguez, 1980)

17. Parents and community are given sufficient, accurate information regarding instructional programs for language minority students. (Fantini, 1970; Gordon, 1978; Levin, 1970; Schimmel and Fischer, 1977; Stearns and others, 1973)

18. The teaching staff encourages language minority parents to use L_1 in the home with their children, especially in activities such as poems, songs, storytelling, and reading. The purpose of such activities is to provide an appropriate context for quality interaction between parents and their children, interaction in which there is "negotiation of meaning." (Cholewinski and Holliday, 1979; Cooley, 1979; Cummins, 1979b; 1981; Wells, 1979)

19. Opportunities are provided for language minority parents and community to participate on the school advisory committee and to suggest improvements in the school program. (Fantini, 1970; Gordon, 1978; Levin, 1970; Schimmel and Fischer, 1977; Stearns and others, 1973)

20. Evaluation procedures provide decision makers with the information they need to validate or modify instructional activities. (Alkin, Daillak, and White, 1979; Patton, 1978)

Position

The adherence to the above principles and the application of the above standards of implementation will tend to greatly improve second-language acquisition and general cognitive/academic achievement of language minority students. For most language minority students, this means significantly improved school progress and greater potential to realize vocational and higher education goals.

Additional Information

For further information on the Bilingual PQRI/K-6 and the school review process, contact the Office of Bilingual Bicultural Education, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 445-2872.

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PART II

BILINGUAL PROGRAM PROFILE

School				District	
CDS code number / /				Minority language	
Reviewer (1)		Reviewer (2)			Date of Review
Classroom grade level description	Number of LEP students	Number of other students	Funding sources	Teacher credential status	Instructional aides (description/average total hours daily)
					(/) (/) (/) (/)
					(/) (/) (/) (/)
					(/) (/) (/) (/)
					(/) (/) (/) (/)
					(/) (/) (/) (/)
					(/) (/) (/) (/)
					(/) (/) (/) (/)

LEGEND

Funding sources

1. EIA/LES-NES
2. EIA/SCE
3. Title VII
4. Title I
5. Migrant Education
6. SIP
7. Other: _____

Teacher credential status

a. Bilingual cross-cultural specialist credential
b. Standard credential with bilingual emphasis
c. Emergency credential
d. Certificate of competence
e. Waiver
f. None of above

Instructional aide description

Minority Language Proficiency*
x. None
y. Unassessed
z. Assessed

*per operational definition No. 10

PART III

OPERATIONAL DEFINITIONS

The operational definitions listed below are provided to ensure a common understanding of bilingual education terminology used in the Bilingual PQRI/K-6. When these terms are used in the items and criterion statements, they are underlined to alert the reader that a special term has been encountered.

1. Basic Interpersonal Communicative Skills: a construct developed to refer to the basic communicative fluency achieved by all normal native speakers of a language. Basic Interpersonal Communicative Skills are not strongly related to academic performance in formal schooling contexts. Language proficiency assessment instruments which are based on samples of "natural speech" are essentially measures of one's Basic Interpersonal Communicative Skills.

2. Bilingual credential: one of the following credentials or certificates: (a) bilingual cross-cultural specialist; (b) standard credential with bilingual emphasis; (c) emergency credential; and (d) certificate of competency.

3. Bilingual program orientation document: a written statement that describes the intent and content of the bilingual education program. Information is included on at least the following topics:

   a. Services for different types of students (e.g., LEP, FEP, and native English speakers)
   b. Probable student and program outcomes
   c. Student identification and placement procedures
   d. Curriculum and instructional services
   e. Staffing arrangements
   f. Parent and community involvement opportunities

4. Cognitive/Academic Language Proficiency: a construct developed to refer to aspects of language proficiency strongly associated with literacy and cognitive development. Cognitive/Academic Language Proficiency is strongly related to academic performance in formal schooling contexts. Standardized achievement tests are an example of a measure used to determine one's Cognitive/Academic Language Proficiency.

5. Communicative-based ESL: a second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to communicate messages in the target language. In communicative-based ESL, the focus is on language function and use and not on language form and usage. Examples of communicative-based ESL instructional approaches include Suggestopedia, Natural Approach, Community Language Learning, and Total Physical Response.

6. Comprehensible second-language input: a construct developed to describe understandable and meaningful language directed at L_2

acquirers under optimal conditions. Comprehensible L_2 input is characterized as language which the L_2 acquirer already knows (i) plus a range of new language (i+1) which is made comprehensible in formal schooling contexts by the use of certain planned strategies. These strategies include but are not limited to (a) focus on communicative content rather than language forms; (b) frequent use of concrete contextual referents; (c) lack of restrictions on L_1 use by L_2 acquirers, especially in the initial stages; (d) careful grouping practices; (e) minimal overt language form correction by teaching staff; and (f) provision of motivational situations.

7. Continuum of skills--primary language literacy, grades K-6: a list of developmental skills consisting of two parts:

   a. A list of at least ten specific reading skills in each of the following topic areas: (1) reading readiness; (2) decoding; (3) literal and inferential comprehension; (4) literary skills, such as critical reading, aesthetic appreciation, and reading flexibility; and (5) study skills.

   b. A list of at least ten specific writing skills in each of the following topic areas: (1) handwriting; (2) spelling; (3) mechanics; and (4) discourse.

8. Continuum of skills--primary oral language development, grades K-6: a list of developmental skills consisting of at least ten specific skills in each of the following topic areas: (a) vocabulary; (b) grammar; and (c) language use/language functions.

9. Criteria for the introduction of formal English language reading instruction: a written statement containing specific criteria for the introduction of formal reading instruction in English to LEP students. One criterion must specify a minimal level of oral English language proficiency. A second criterion must indicate attainment of specified primary language reading skills in at least the following topic areas: (a) reading readiness; (b) decoding; (c) literal and inferential comprehension; (d) literary skills; and (e) study skills.

10. Criteria for minority language proficiency--teacher aides: a written document indicating assessment criteria and assessment of each bilingual cross-cultural teacher aide and specifying a minimal proficiency in each of the following areas of the minority language: (a) pronunciation; (b) grammar; (c) vocabulary; (d) fluency; (e) comprehension; and (f) literacy. The minimal qualifying proficiency is equivalent to a Foreign Service Institute score of S/R-3+.

11. Formative evaluation report: a report summarizing the findings of evaluation efforts carried out to improve a program in progress. The report contains recommendations for program modification and addresses at least three of the following topics:

   a. The extent to which the goal of staffing the program with bilingual personnel is being met,

   b. The extent to which instructional activities are occurring as planned,

c. The extent to which language use in the classrooms matches the program plan,

d. The extent to which students in the program are meeting instructional objectives,

e. The extent to which family services are being provided as planned,

f. The extent to which project funds are being spent as planned,

g. The extent to which information regarding the intent and content of the bilingual program has been disseminated to all parents, and

h. The extent to which staff development activities are occurring as planned.

12. Grammar-based ESL: a second language instructional approach in which the goals, teaching methods and techniques, and assessments of student progress are all based on behavioral objectives defined in terms of abilities to produce grammatically correct utterances in the target language. In grammar-based ESL, the focus is on language form and usage and not on language function and use. Examples of grammar-based ESL instructional approaches include Grammar-Translation, Audiolingualism, and Cognitive Code.

13. Immersion classes: subject-matter class periods delivered in L_2 in which teachers (a) group L_2 acquirers together, (b) speak in a native speaker-to-second language acquirer register similar to "motherese" or "foreigner talk," and (c) provide L_2 acquirers with substantial amounts of "comprehensible second language input."

14. Individual student language profile: a written record, readily accessible to classroom teachers, that contains information on at least four of the following topics:

    a. Home language use,

    b. School language use,

    c. Student and parent attitudes toward the home language, culture, and bilingual education,

    d. Language test results in both L_1 and L_2 (Bilingual Interpersonal Communicative Skills and Cognitive/Academic Language Proficiency measures),

    e. Results of interviews by bilingual education specialists, and

    f. Classroom teacher observations.

15. Planned instruction: at least three organized lessons totaling at least 100 minutes of instruction each week. Students receiving planned instruction in or through the minority language have a textbook or equivalent material in that language for each specific subject area.

PART IV

ITEMS OF PROGRAM QUALITY

Component I: Primary Language Development

1. The program has a continuum of skills for primary oral language and literacy development.

   A. Teachers can show a continuum of skills--primary oral language development, grades K-6.

   K-6

   B. Teachers can show a continuum of skills--primary language literacy, grades K-6.

   K-6

   Comments: _____

   _____

   _____

2. Primary oral language and primary language literacy instruction are conducted on a regular basis.

   A. Teachers can show a schedule or lesson plan indicating that designated students receive planned instruction in primary oral language.

   K-6

   B. Teachers can show a schedule or lesson plan indicating that designated students receive planned instruction in primary language literacy.

   K-6

   Comments: _____

   _____

   _____

3. Primary oral language and primary language literacy instruction are conducted in an organized manner.

   A. Primary oral language and primary language literacy sessions are conducted only in the primary language.

   K-6

   Comments: _____

   _____

   _____

4. The teaching staff is knowledgeable about the main features of the methodology used for primary language literacy instruction.

   A. Participating classroom teachers can describe at least two main features of the methodology used for primary language literacy instruction. K-6

   Comments: _____

   _____

   _____

5. Students in bilingual classrooms have access to a variety of reading materials in the minority language that are appropriate for their age and grade level.

   A. In a sample of students who receive primary language literacy instruction, each student has a textbook or locally developed reader. K-6

   B. Teachers can exhibit either 30 different books in the classroom or 50 different books in the library or media center. K-6

   Comments: _____

   _____

   _____

6. The primary language is used as a medium of instruction for at least two subject matter areas in the bilingual classrooms.

   A. Teachers can show a schedule or lesson plan indicating that each designated student receives <u>planned instruction</u> in social studies through the primary language. K-6

   <u>and/or</u>

   B. Teachers can show a schedule or lesson plan indicating that each designated student receives <u>planned instruction</u> in science through the primary language. K-6

   <u>and/or</u>

   C. Teachers can show a schedule or lesson plan indicating that each designated student receives <u>planned instruction</u> in mathematics through the primary language. K-6

   <u>and/or</u>

D. Teachers can show a schedule or lesson plan indicating that each designated student receives planned instruction in an elective subject through the primary language. K-6

(Indicate elective(s): _____)

E. Lessons delivered through the primary language in the above subject matter areas are conducted only in the primary language. K-6

Comments: _____

_____

_____

Component 2: Second-Language Acquisition

7. The teaching staff is knowledgeable about the distinction between second-language learning and second-language acquisition.

A. Teachers in participating classrooms are able to identify at least three differences between communicative-based ESL and grammar-based ESL instructional approaches. K-6

Comments: _____

_____

_____

8. Students of limited English proficiency are provided adequate exposure to comprehensible second-language input under optimal conditions.

A. Records in each classroom indicate that designated LEP students receive planned instruction in communicative-based ESL. K-6

B. Records in each classroom indicate that designated LEP students receive planned instruction in English immersion classes. K-6

C. During observations of planned instructional periods designed to provide L_2 acquirers with comprehensible second-language input, the teaching staff consistently demonstrates all of the following practices: K-6

1. Maintain focus on communicative content rather than language forms.

2. Use concrete contextual referents.

3. Do not restrict L_1 use by L_2 acquirers.

4. Group students so that all participants receive substantial amounts of comprehensible second language input.

5. Do not overtly correct language form errors of L_2 acquirers.

Comments: _____

_____

_____

Component 3: Classroom Management

9. Students are placed in appropriate first- and second-language instruction based on information collected on the individual student language profiles.

   A. Teachers are able to show an individual student language profile for each student enrolled in the bilingual program. K-6

   Comments: _____

   _____

   _____

10. The program has written criteria for the introduction of formal English language reading instruction to students of limited-English proficiency.

   A. Teachers in the participating classrooms are able to describe the program criteria for the introduction of formal English language reading instruction to students of limited-English proficiency. K-6

   Comments: _____

   _____

   _____

11. Students of limited-English proficiency are consistently placed in English reading instruction on the basis of the criteria established by the bilingual program.

   A. A sample of LEP student profiles and observations of English reading lessons indicate that only those LEP students who have met the criteria for the introduction of formal English language reading instruction are receiving such instruction. K-6

   Comments: _____

   _____

   _____

12. Language minority students in the bilingual program receive L_1 instruction in ample amounts and on a consistent basis to adequately sustain academic achievement.

A. A review of the student records indicates that at least 50 percent of the students who have been enrolled in the bilingual program for at least four full school years are at or above grade level expectancy on any appropriate measure of Cognitive/Academic Language Proficiency. K-6

Comments: _____

_____

_____

Component 4: Staffing and Staff Development

13. Staff members are proficient in the minority language.

A. Teachers have a bilingual credential. K-6

B. Teacher aides meet the criteria for minority language proficiency--teacher aides. K-6

Comments: _____

_____

_____

14. The training needs of each teacher and teacher aide have been assessed.

A. Records indicate that the training needs of each teacher and teacher aide have been assessed during the current school year in at least the following topic areas: K-6

1. Cultural heritage of the minority students
2. Primary language development
3. Second-language acquisition
4. Literacy instruction in the primary language
5. Basic intent and content of a bilingual education program
6. Language assessment procedures
7. Language development for teachers and aides (English or minority language)

Comments: _____

_____

_____

15. The program provides training sessions that are based on the assessed needs of the staff.

A. Teachers in the participating classrooms can give at least two examples of training sessions attended during the current school year that, in their opinion, enhanced their teaching skills in bilingual education.

B. Teacher aides in the participating classrooms can give at least two examples of training sessions attended during the current school year that, in their opinion, enhanced their skills in bilingual education.

Comments: _____

_____

_____

16. The minority language is sometimes utilized as the medium of communication at staff development sessions.

A. Staff members are able to identify at least two examples of training sessions conducted in the minority language.

Comments: _____

_____

_____

17. Periodic formative evaluation reports are distributed to and discussed with staff members.

A. During the current school year, each teacher and teacher aide has received at least one formative evaluation report that was discussed at a staff meeting.

Comments: _____

_____

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Component 5: Family Services

18. A bilingual program orientation document, written in both English and the minority language, is disseminated to the school community.

K-6

A. Each classroom teacher reports that at least three of the following approaches are used to disseminate the bilingual program orientation document to parents and community:

1. Sent home with students or mailed
2. Presented as a topic at parent meetings or workshops
3. Explained during parent/teacher conferences
4. Explained during home visits
5. Other: _____ (specify)

Comments: _____

_____

_____

19. The school promotes home activities that are conducted in the minority language and that are designed to better prepare minority language students for the academic challenges of school.

K-6

A. Each classroom teacher reports that at least two of the following approaches have been used to promote L_1 activities in the homes of language minority students:

1. Development and dissemination of parent/student activity guide
2. Parent training sessions
3. Provision of L_1 reading materials for use at home.

Comments: _____

_____

_____

SUMMARY COMMENTS

SIGNATURES

School site administrator

Reviewer

District Title VII coordinator

Reviewer